

**THE INFLUENCE OF EXTENSIVE READING APPROACH ON
STUDENTS' READING COMPREHENSION AT THE
SECOND YEAR PRIVATE VOCATIONAL
HIGH SCHOOL TIGAMA
PEKANBARU**

A Thesis

Submitted in Partial Fulfil of the Requirements
for the Bachelor Degree in English Education
(S.Pd.)



BY

CORINA KATRIN

NIM. 10714000741

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM OF RIAU
PEKANBARU
1433 H/2011 M**

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The title of this project paper is "The Influence of Extensive Reading Approach on students' Reading Comprehension at the second Year Private Vocational High School Tigama Pekanbaru"

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CORINA KATRIN

10714000741

ABSTRACT

CORINA KATRIN (2011) : The Influences of Extensive Reading Approach on Students Reading Comprehension at the Second Year Students of Private Vocational High School Tigama Pekanbaru

There are some reasons why the students are hard to get information from reading text. First, there are some students feel bored, tired, and confused if the teacher gives them reading subject. It's caused by the students' lack of background knowledge, low motivation in reading, uninterested in title, and does no meaning of the vocabularies. Therefore, the students cannot identify the reading text and they also confuse in finding the meaning of words and sentences of the text. Second, the teachers do not use a suitable reading approach to solve the problem. It influences on the students reading comprehension.

The writer intends to know the influences of this approach on improving reading comprehension by carrying out a research entitled The Influences of Extensive Reading Approach on Students Reading Comprehension at the Second Year Students of Private Vocational High School Tigama Pekanbaru

The subject of this research was the second year students of Private Vocational High School Tigama Pekanbaru, and the object was the use extensive reading approach and students' reading comprehension at the Private Vocational High School Tigama Pekanbaru.

The population of this research was the second year students of Private Vocational High School Tigama Pekanbaru. There were two classes of the second year students with the number of population 76 students. Because of this research needed two groups, the writer took all classes: APH 1 (Control) and APH 2 (Experimental). The total of sample was 76 students.

The instruments in this research the writer used observation and test then to get result, the writer used on SPSS 16.0 for window. After analyzed the data, the writer found:

1. Mean score of experimental class after having treatment was (69.4737), categorized into **Good**
2. Mean score of control class of conventional approach was (64.10), categorized into **Enough**

Based on the data analysis, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.02. While, in the level of significance 1% is 2.72. Therefore, it can be analyzed that t_0 is higher than t table in either at 5% or 1% grade of significance. It can be read that $(2.02 < 10.683 > 2.72)$. It means that there is significant Influence of extensive reading approach on students' reading comprehension at the second year Private Vocational High School Tigama Pekanbaru. Regarding on the result above, H_a is accepted, and H_o is rejected.

ABSTRAK

CORINA KATRIN(2011) : Pengaruh Dari Pendekatan Extensive Reading Terhadap Pemahaman Dalam Membaca Pada Siswa Kelas 2 SMK Tigama Pekanbaru

Ada beberapa alasan mengapa siswa sulit untuk menarik informasi dari sebuah bacaan. Pertama, ada beberapa siswa merasa bosan, lelah dan bingung ketika guru memberikan mereka bacaan. Karena banyak siswa yang sedikit latar belakang pengetahuannya, kurangnya motivasi dalam membaca, tidak tertarik terhadap judul bacaan, dan tidak mengetahui maksud dari kosakata. Oleh sebab itu siswa tidak dapat untuk menjelaskan apa yang terkandung dalam bacaan dan mereka selalu bingung dalam menemukan maksud dari kata atau kalimat dalam teks bacaan. Kedua, Guru belum menggunakan pendekatan yang cocok untuk mengatasi masalah tersebut. Ini mempengaruhi siswa untuk paham terhadap bacaan.

Penulis bermaksud untuk mengetahui pengaruh sebuah pendekatan dalam meningkatkan pemahaman siswa dalam membaca dengan mengadakan suatu penelitian yang berjudul “Pengaruh Dari Pendekatan Extensive Reading Terhadap Pemahaman Dalam Membaca Pada Siswa Kelas 2 SMK Tigama Pekanbaru”

Subjek penelitian ini adalah siswa kelas 2 SMK Tigama Pekanbaru. Dan objeknya adalah guru menggunakan pendekatan extensive reading dan pemahaman siswa dalam membaca di SMK Tigama Pekanbaru.

Populasi dalam penelitian ini siswa kelas 2 SMK Tigama Pekanbaru. Ada dua kelas siswa kelas duanya dengan total populasi adalah 76 siswa. Karena penelitian ini membutuhkan dua group, penulis mengambil semua kelas, untuk group pertama APH 1 (Control) dan APH 2 (Experimen). Total sampelnya adalah 76 siswa juga.

Instrumen dalam penelitian ini penulis menggunakan teknik dengan observasi dan test untuk mendapatkan hasil data dengan menggunakan SPSS 16.0.

Berdasarkan hasil temuan penulis. Tertera dibawah ini:

1. Rata-rata nilai kelas experiment setelah menggunakan pendekatan adalah (69.4737), dan kategorinya adalah **Baik**
2. Rata-rata nilai kelas control yang belajar tanpa menggunakan pendekatan adalah (64.10), dan kategorinya adalah **Cukup**

Berdasarkan analisis data, penulis merangkum bahwa hypothesis ini diterima karena T-Tabel dari 5% hubungannya sekitar 2.02. yang mana di level 1% hubungannya sekitar 2.72. oleh sebab itu, ini dapat menjadi analisis bahwa H_0 lebih besar dari pada T-Tabel diantara 5% or 1%. Ini dapat dibaca dengan $(2.02 < 10.683 > 2.72)$. Ini bermaksud adanya hubungan pengaruh dari pendekatan Extensive Reading terhadap pemahaman dalam membaca pada siswa kelas 2 SMK Tigama Pekanbaru. Oleh karena itu, dapat disimpulkan bahwa H_a diterima dan H_0 ditolak.

كورينا كاترين(2011) : تأثيرات واسعة النطاق على النهج قراءة الطلاب القراءة والفهم في السنة الثانية من طلاب شهادة مهنية عالية مدرسة خاصة بيكانبارو

هناك بعض الأسباب التي تجعل الطلاب من الصعب الحصول على معلومات من قراءة النص. أولاً ، هناك بعض الطلاب يشعرون بالملل والتعب ، وإذا كان الخلط بين المعلم يعطيهم قراءة الموضوع. وسببه عدم الطلاب للمعرفة خلفية ودوافع منخفضة في القراءة ، وغير محتم في العنوان ، ولا أي معنى المفردات. لذا ، لا يمكن للطلاب التعرف على نص القراءة وأنها تخطأ أيضا في العثور على معنى الكلمات والجمل من النص. ثانيا ، عدم استغلال المدرسين لنهج القراءة المناسبة لحل المشكلة. أنه يؤثر على الطلاب القراءة والفهم. الكاتب ينوي معرفة تأثيرات هذا النهج على تحسين فهم المقروء من خلال إجراء بحث بعنوان تأثيرات واسعة النطاق على النهج قراءة الطلاب القراءة والفهم في السنة الثانية من طلاب شهادة مهنية عالية مدرسة خاصة بيكانبارو كان موضوع هذا البحث على طلاب السنة الثانية من شهادة مهنية عالية مدرسة خاصة بيكانبارو ، والكائن هو النهج استخدام قراءة واسعة وفهم الطلاب القراءة في مدرسة خاصة عالية المهني بيكانبارو. وكان سكان هذه البحوث للطلاب السنة الثانية من شهادة مهنية عالية مدرسة خاصة بيكانبارو. هناك فئتان من طلاب السنة الثانية مع عدد السكان 76 شخصا. اتخذ الكاتب لأن هذا البحث يحتاج المرء الجماعات ، (التجريبية). وكان مجموع العينة 38 الشعوب.

وفي هذا البحث للكاتب استخدام الملاحظة والاختبار للحصول على النتيجة بعد ذلك ، والكاتب على استخدام SPSS 16.0 عن النافذة.

بعد تحليل البيانات ، وجد الكاتب :

1. يعني درجة من الطبقة التجريبية قبل وبعد العلاج و(49.4737) ، تصنيفها إلى أقل
 2. يعني درجة من الطبقة التجريبية بعد أن كان العلاج (69.6842) ، تصنيفها إلى : جيد
- استنادا إلى تحليل البيانات ، والكاتب يخلص إلى أن يتم قبول الفرضية الثانية لأن تي الجدول في الصف 5٪ من الأهمية يشير إلى 2.00 بينما ، في مستوى الدلالة 1٪ 2.65. لذا ، يمكن تحليلها إلى أنه أعلى من الجدول طن في إما في 5٪ أو 1٪ درجة الأهمية. ويمكن أن تقرأ (2.00) ، وهذا يعني أن هناك تأثير كبير في النهج واسعة على القراءة والفهم قراءة الطلاب في العام الدراسي الخاصة مدرسة ثانوية بيكانبارو. فيما يتعلق على النتيجة أعلاه ، يتم قبول ها ، ورفض هو.

كورينا كاترين(2011) : تأثيرات واسعة النطاق على النهج قراءة الطلاب القراءة والفهم في السنة الثانية من

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

There are four skills in English education, there are speaking, writing, listening, and reading. Reading is one of the skills that the students should master in learning English. The specific objective of reading is to create the students ability in setting general information, particularly the information they need to support their study, overall meaning, getting specific information from the text and reading for pleasure, for interest and for enjoyment.

Reading for comprehension is primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts) raising students' awareness of main ideas in a text and exploring the organization of a text of essential for good comprehension¹.

Therefore, considering the importance of reading it is crucial that reading should give the greatest attention at any of educational, especially at Private Vocational High School. Based on writer preliminary observation at private vocational high school Tigama Pekanbaru most of the students have some difficulties on get the point or information with the reading text.

There are some students feel bored, tired, and confused if the teacher gives them reading subject. It is because most of the student's lack of background

¹ Willam Grabr, *Methodologies in Language Teaching an Anthology of Current Practice*, United State of America, 2002, p. 227

knowledge, low motivation in reading, uninteresting title, and no meaning of the vocabularies. Therefore, the students cannot identify the reading is talking about, and they also confuse in finding the meaning of words and sentences of the text. A person may read to get information or verify existing knowledge, or in order to critique a writer's ideas or writing style. But, there a student may also read for enjoyment, or to enhance knowledge of the language being read².

In this case, the teachers have an important role to motivate and help the students encourage with reading. The teacher must be able to make the students understand and find the strategies to make the students are interested in reading and make reading be enjoyable activity.

Extensive reading is one of the ways to improve reading comprehension for the students, because, from the extensive reading students can choose the interest book, articles, or other book for study depends on material of reading study, or suitable for study and teacher will know what the students' need without making students bored, tired, or confused to improve their ability in reading. Extensive reading as an approach to teaching reading maybe thought of in terms of purpose or outcome³. In addition in language teaching, reading activities are classified as extensive and intensive reading. Extensive reading

² Drs.Kalayo Hasibua, M.Ed-TESOL, et.al., *Teaching English as a Foreign Language (TEFL)*, Alaf Riau Graha UNRI Press, 2007, p. 114

³ Mikulecky Beatrice, *Extensive Reading:What Is It? Why Brother?.*, the collection article, 1990, p. 17

means reading in quantity and in order to gain a general understanding of what is read⁴.

The aim of extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the meaning⁵. It means that the extensive reading aims the reader to be focuses were about with the meaning of the text and also meaning of individual word or sentence.

The aims of curriculum based on standard competency, there are three levels in English learning: first novice is understanding meaning based on interaction social, mentions, and descriptions the thing, human, times, days, moon, years, understanding simple memo, and menu, schedule of transportation, write the simple invitation, understanding simple words, terms and also simple sentences based on formula. Second elementary understands simple conversation, write the simple message in direct or indirect interaction, and write the job and background knowledge, telling the planning and job for future times. Third intermediate is understanding monolog/essay in job situation, using equipment, understand business letter, writes the business letter and simple report. This curriculum focuses on understanding meaning in interpersonal and transactional passage, as formal or informal, in appreciation demand and command that connect with daily activity, job, and profession⁶.

⁴ Jack C, Richard, et al, *Longman Dictionary of language teaching an applied Linguistic*, Malaysia, 1999, p. 133

⁵ Bamford, J and day, R Richard, *Extensive Reading: What is it? Why Brother?.*, In collection a articles, 2008, p. 17

⁶<http://www.puskur.net/download/uu/26SKLMapelSMKMAK.pdf>, Sunday, 13th February 2011

It means that the government needs the students to be able to understand meaning all of activities. Therefore, there are relations between the aims of curriculum with the aim of extensive reading so that the students or reader could get all of meaning and also could use the new vocabularies in daily activities.

The School Based Curriculum (KTSP) as a guide for English lesson prescribes there are syllabus and allocation of times, Therefore, Private Vocational High School Tigama Pekanbaru as one of the Private Vocational High Schools in Riau province also applies School-Based Curriculum.

The students of Private Vocational High School Tigama Pekanbaru are hoped to be able to reach these instructional outcome. Based on the writer preliminary observation from the field and information from teachers of English, there are some symptoms that most of students have:

1. Most of students are not able to find the main idea.
2. Most of students are not able to pay attention in learning Reading process.
3. Most of students are not able to make judgments in light of the material (evaluation).
4. Most of students not able to find inferences from the text and lack of vocabularies.
5. Most of students have difficulties on gets the point or information in the reading text.

The problem can come from internal factor or external factor from the students' selves, so the writers interested to carry out a research entitled **The Influence of Extensive Reading Approach on Students' Reading Comprehension at the Second Year Private Vocational High School Tigama Pekanbaru**

B. The Identification of the Problem

Based on the background above, the English teacher of Private Vocational High School Tigama Pekanbaru encounters a problem, especially in the students reading comprehension. The problem happens because the students are not interest title in reading text and the students do not have enough vocabulary. Because of the phenomena above, the write can identify the problem through the following questions:

1. Why do the students have difficulty to find the main idea in reading comprehension?
2. What are student's difficulties to make judgments in light of the material?
3. What are the student's difficulties to give an emotional or image based response?
4. What factor does make students not interested in title in reading text?
5. What method must the teacher do in teaching Reading comprehension?

C. The Limitation of the Problem

Based on the identification the problem stated above, the problems of this research is limited to focus on influences of extensive reading and reading comprehension.

D. The Formulation of the Problem

Based on the limitation the problem above, the problem of this research will be formulated in following question:

1. How is a student reading comprehension before taught by Extensive reading approach?
2. How is a student reading comprehension after taught by Extensive reading approach?
3. Is there any significant influence of the use of Extensive Reading Approach on Students' Reading Comprehension?

E. The Reason Choosing the Title

The writer is interested in carrying out this research because of some factors:

1. The researcher hopes that this research could contribute for the teacher could apply in reading class.
2. The researcher expects that the result at this research can give benefit to who has difficulties in reading activity.
3. As far as the researcher is concerned, this research title has never been investigated by any researcher.

F. The Objective and the Need of Study

1. The Objective of the Research

- a. To find out students reading comprehension before taught by using Extensive Reading Approach and after taught by using Extensive Reading Approach.
- b. To find out the influences the students in Extensive Reading Approach and students reading comprehension.

2. The Need of the Study

- a. To give positive contribution in teaching and learning process in reading subject at the second year students of Private Vocational High School Tigama Pekanbaru.
- b. To fulfill one of the requirements of under graduate (S1) degree of educational at English Education Department of Education and Teachers Training Faculty of State Islamic University of Riau.
- c. To give information and solution for the English teachers and others who concern in learning English by using Extensive Reading Approach to obtain reading comprehension.

G. The Definition of the Term

To simplify the process of designing, applying the research, and avoiding misunderstanding and misinterpretation, it is necessary for the researcher to define the operational definition of the term comprised in this research:

1. Influences

Effect that has on the way thinks or behaves or on the way develops, somebody or something that affect the way people behave or think⁷. In this research, an influence is defied as the result of teaching reading by Extensive Reading Approach.

2. Extensive Reading

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language⁸. They read for general, overall meaning, and they read for information and enjoyment. Extensive Reading is reading a lot at a fairly easy level so that what is read is comprehended without the use of a dictionary⁹. In this research, extensive reading it has approach to make students going to understand and comprehend of the reading text.

3. Approach

Language teaching is sometimes discussed in term of there related aspect: approach, method, and technique. The difference between approach, method and technique. The first, approach some assumptions or basic theory that have the function be a sources. The second, method is the main sistematic from approach or the described as an overall plan for systematic presentation of language

⁷ Hornby, *Oxford Advenced Learnings*, Dictionary of Current English Oxford UniversityPress, England, 1974, p. 136

⁸ Bamford, J and Day R Richard, *Extensive Reading Activities for Teaching Language*, Cambridge University Press, 2004, p. 1

⁹ <http://www.jalt-publications.org/tlt/files/97/may/hill.html>, Wednesday, 10th Feb. 2011

based upon a selected approach, the third, technique were the specific activities that were consistent with a method and therefore werw in harmony with an approach.

4. Reading Comprehension

Reading is an activity with a purpose¹⁰. And comprehension means an exercise given to the students to test how well they understand written or spoken language¹¹. In this case, comprehension deals with reading. Reading comprehension result when the reader knows which skill and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. So, reading comprehension means a procedure or process of understanding the text in order to get information and the meaning of the texts. Reading comprehension is also the understanding completely and detailed about material of study. In this research, reading as independent variables that have influece of the dependent variables.

¹⁰ Bamford, J and Day R Richard, *Op.Cit.*, p. 114

¹¹ Jack C,Richard,et al, *Longman Dictionary of language teaching an applied Linguistics*, Malaysia. 1999, p. 47

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

As one of the basic skills of English, reading is often under estimated by the students. They tend to treat it as a supplementary skill. The eyes receive message and brain then has to work out the significant of this message. It means that reading is not only to look at the writer words but also to understand what they mean. Reading is one of the key skills in language learning. It reinforces the skills of students to acquire in speaking, listening, and writing. On the other hand, it really is not enough just to put a book or short text in front of students and ask them to read, whether silently or out loudly.

The success of teaching reading for the senior high school are determined by many aspect such as the material of reading, facility, teacher, the students themselves, methodologies, and strategy. In other hand, reading is an activity process which force students to be active participants. Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind¹.

¹[Http://en.wikipedia.org/wiki/techer](http://en.wikipedia.org/wiki/techer) Sunday, 12th Desember, 2010

Nunan suggest that there are seven main purposes for reading:

- a. To obtain information for some purpose or because they are curious about some topic.
- b. To obtain instructions on how to perform some task for their work or daily life.
- c. To act in a play, play a game, or do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available
- f. To know what is happening or has happening (as reported in newspaper, magazines, and reports).
- g. For enjoyment or excitement².

There are four different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used:

a. Literal comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex

b. Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection.

c. Inference Comprehension

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her

² Rivers and Temperly, *Second Language Teaching Learning*, Heinle &Heinele publisher, 1999, p. 251

intuition, and his or her personal experience as a basis for conjectures and hypotheses.

d. Evaluation

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. Evaluative judgment is the key to this category.

e. Appreciation

Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

2. Reading instructional Strategy

a. Definition of Extensive Reading Approach

Extensive reading is an approach for to invite the reader to develop good reader habits, to build up knowledge of vocabulary and structure, and to encourage linking a reading. An extensive reading approach introduces

students to the dynamics of reading as it is done in real life by including such key elements of real-life reading as choice and purpose³. Extensive reading of high-interest material for both children and adults offers the potential for reinforcing and recombining language learned in the class⁴. It is could be measure for reader to can chose and also focus on the reading in the text book. And then with there is extensive reading the reader can encourage the motivation and also lack of vocabulary reader can be benefit. In additional extensive reading also make reader comprehend, understand and also be a fluency a readers. The key to the success of the extensive reading program is to build confidence and not to pressure the students. It is very important to encourage them. If you have read a lot of the same books which they read in your class, you can share the joy of having books in common. Three Golden of extensive reading:

1. No dictionaries while reading
2. Skip over difficult words
3. Stop reading when it is boring or too difficult.

The role of extensive reading in language learnig:

1. It can provide comprehension input
2. It can enhance learners' general language competence
3. It increase the students exposure to the language
4. It can increase knowledge of vocabulary
5. Ot can lead to improvement in writing
6. It can motivate learner to read

³ Bamford, J and Day R Richard, *Extensive Reading: What Is It? Why Brother?*, The collection article, 1990, p. 17

⁴ Bell Timoty, *Extensive Reading: Why? And How.*, Kuwait University, 2008, p. 1

7. It can consolidate previously learned language
8. It helps to build confidence with extended texts
9. It encourages the exploitation of textual redundancy
10. It facilitates the development of prediction skills⁵

The idea that learners can develop their language knowledge through extensive reading is attractive for several reasons: first, reading is essentially an individual activity and therefore learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increases their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom.⁶

In reading activity, it is important for the reader to understand or comprehend the reading text, because one of the purposes of reading itself is to get information or knowledge. So it is hardly necessary to persuade readers that reading involves thinking. Besides reading comprehension, there are two of the many goals for extensive reading, enabling students to read without constantly stopping and providing an increased word recognition. One of the fundamental conditions for successful extensive reading is that students should be reading materials which they can read for pleasure⁷. This means that the success of extensive reading is that students should be reading material which they understand or comprehend. If they are struggling to understand or

⁵ *Ibid.*

⁶ Paul Nation, *The Language Learning Benefits of Extensive Reading*, Return to the language teacher online 1999, p. 26

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, Malaysia, 2002, p. 218

comprehension every word. So the relationship between extensive reading and reading comprehension its clearly that reading comprehension is not only a process of knowing the meaing, but also the process of the catching the teacher to approach the students based on students likes and interest.

b. The characteristic of Extensive Reading Approach

Extensive reading is probably most usefully explained as a set of principles. There are ten principles to make successful extensive reading program:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading speed is usually faster rather than slower.
6. The purpose of reading is usually related to pleasure, information and general understanding.
7. Reading is individual and silent.
8. Reading is its own reward.
9. The teacher orients and guides the students.
10. The teacher is a role model of a reader.⁸

Successful choice of texts depends ultimately on experiences, judgment and certain amount of common sense. There are some points may seem rather obvious about setting the texts like:

1. Keep specification constantly in mid and try to select as representative a sample as possible. Do not repeatedly select texts of a particular kind simply because they are readily available.
2. Choose texts of appropriate length. Expeditionary reading tests my call for passages of up to 2.000 words or more. Detailed reading can be tested using passage of just a few sentences.
3. In order to obtain both content validity and acceptable reliability, include as many passage as possible in a test, thereby giving candidates a good number of fresh starts. Considerations of

⁸ Bamford, J and Day R Richard, *Op.Cit.*, p. 2-3

practicality will inevitably impose constraints on this, especially where scanning or skimming is to be tested.

4. In order to test search reading, look for passage which contain plenty of discrete pieces of information.
5. For scanning, find texts which have specified elements that have to be scanning for.
6. To test the ability to quickly establish the structure of a text, make sure that the text has a clearly recognizable structure.
7. Choose the texts that will interest candidates but which will not overexcite or disturb them.
8. Avoid text made up of information that may be part of candidate's general knowledge. It may be difficult not to write items to which correct responses are available to some candidates without reading the passage. On a reading test I encountered once.
9. Assuming that it is only reading ability that is being tested, do not choose texts that are too culturally laden.
10. Do not use texts that students have already read (or even close approximations to them).⁹

Because extensive reading depends on students having suitable reading material, the activities have a variety of purpose for example increasing oral fluency, improving reading and writing skill, or learning new vocabulary.

c. The Procedure of Extensive Reading Approach

When the teacher will apply the extensive reading approach in the class, the teacher can use generally procedure as follows:

1. The teacher asks the students what the students want to read.

It means that there is a decision what the title will students read. As one example is passage about telling the planning and job for future times.

⁹ Arthur Hughes, *Testing for Language Teachers*, Cambridge University Press, 2005, p. 142

2. Choose the title.

After the students have decision to select the topic, the students have found the title from other media like from internet, magazine and news paper.

Example: Waitress Vs Restaurant Manager

3. Activity the students' prior knowledge.

Have students read text, or tell them the topic of the text. The teacher asks the student the new vocabulary and the list of chronology the story on the white board.

Teacher chooses one students to read the text in the front of class and then the students have make the new vocabulary in with board, after that teacher ask the students the chronology of story like the story's setting, and the author. To know the appreciation of other students the teacher asks the others students to make the question. So, it is important so that the teacher knows the appreciation, information, and makes prediction about influences extensive reading approach here.

4. The teacher asks to students' prediction about what they read.

5. The teacher gives the students some questions based on the students Reading texts, like:

1. What the main idea based on the texts?
2. What are the differences job descriptions between waitresses Vs Restaurant Manager?

6. The teacher asks the students to make conclusion about what their read.
7. Continue to next discussion.

B. The Relevant Research

Required to observe some previous researches conducted by other research in which they are relevant to our research¹⁰. We have to analyze the relevant research and finding the point of that research.

Talking about reading, there are a lot of investigation that have been done by many researchers. The following are some relevant researchers on this research project.

1. Sri Wastitu, In her research, she focused on” The Effect of Collaborative Strategy Reading Toward the Second Year Student’s Reading Comprehension Achievement at SLTP Negeri 20 Pekanbaru. She found that the mean score of the experimental group taught by using collaborative strategy reading was 82,75 while the mean score of control group which is taught by using traditional reading classroom was 75,75. The means there is any significant differences between collaborative strategy reading for reading comprehension and using traditional reading classroom method for reading comprehension.¹¹

¹⁰M.Syafi’i,S, *From Paragraph to a Research Report :A Writing of English for Academic Purposes*, Lembaga Bimbingan Belajar Syaf Intensive (LBSI), Pekanbaru, p. 122

¹¹ Sri wastuti, *The Effect of Collaborative Strategy Reading Toward the second year student’s Reading Comprehension Achievement at SLTP Negeri 20 Pekanbaru*, FKIP-UIN, Pekanbaru, 2005, p. 60

2. Tuti Alawiyah, She is conducted a research entitled” The Correlation Study Between Student’s Interest in Themes and Their Reading Comprehension Achievement at the Second Year Students of MAN Selat Panjang”. She conducted a research to correlation study between student’s interests in themes and reading comprehension achievement. Based on the assumption the writer write that the research assumption is the students who have interest in themes they will get good achievement in reading comprehension.¹²
3. Agvemi Zulhadi Alga, Entitle” The Effect of Directed Reading Thinking Activity (DRTA) Strategy Toward Reading Comprehension of the First Year Students of SMAN 1 Cirenta. He wants to find there is significant effect between Directed Reading Thinking Activity (DRTA) Strategies with Reading Comprehension.¹³

C. The Operational Concept

Operational Concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. There are two variable used in this research. There is variable X that refers to the influences

¹² Tuti alawiyah, *The Correlation Study Between Student’s Interest in Themes and Their Reading Comprehension Achievement at the Second Year Students of MAN Selat Panjang*, FKIP-UIN, Pekanbaru, 2006, 3

¹³ Agvemi Zulhadi Alga, *The Effect of Directed Reading Thinking Activity (DRTA) Strategy Toward Reading Comprehension of the First Year Students of SMAN 1 Cirenta*, FKIP-UIN, Pekanbaru, 2009, 2

of extensive reading approach, and variable Y that refers to the student's reading comprehension. Therefore, variable X is as independent, and Y is as dependent

The indicators of extensive reading are as follows:

1. The teacher explained the important of extensive reading for the students and the purpose of them
2. The teacher asks to the students to find the extensive reading text.
3. The teacher asks to the students to retell the reading texts.
4. The teacher ask to students to find unfamiliar vocabularies at the students texts
5. The teacher ask to students to find the main idea at the students text
6. The teacher ask to students to find the inferences at the students text.
7. The teacher ask to students to identify the word references at the students text
8. The teacher ask to students to answer the questionbased on the text
9. The teacher ask to students to improve their reading comprehension by using extensive reading.

The extensive reading is considered successful only when the teacher follows the approach. The teacher should focus fluency when the students practice the reading text and after retell.

The indicators to measure students reading comprehension are as follows:

1. Students are able to comprehend the factual information

2. Students are able to find the main idea
3. Students are able to pay attention in learning Reading process
4. Students are able to identify the unfamiliar vocabulary in the texts
5. Students are able to find the inferences in the texts
6. Students are able to identifying the word references

D. The Assumption and the Hypothesis

1. The Assumption

This research is on the basic of following assumption. The assumption is the student's ability in reading is various and teaching approach is able to influence students' ability in reading.

2. The hypothesis

Ha : There is significant influence of extensive reading approach and students' reading comprehension at the second year students of Private Vocational High School Tigama Pekanbaru.

Ho : There is no significant influence of extensive reading approach and students' reading comprehension at the second year students of Private Vocational High School Tigama Pekanbaru.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

This study is pre experiment research. Pre experiment design is often viewed as an experiment which is not true. Therefore, often referred to as “Quasi Experiment” or experiments that vague¹. There are three types of design categorized into pre experiment design namely: (1) One Shot Case Study, (2) One Group Pre test Posttest, (3) Static Group Comparison. Than, from the three designs, the writer used the second design “One Group Pre test Posttest” It has two variables, extensive reading approach is as independent variable, and students reading comprehension is as dependent variable.

B. The Time and Place of the Research

The research was conducted at the second year students of Private Vocational High School Tigama Pekanbaru. The school is located at Soekarno-Hatta Street Panam Pekanbaru. The time of the research want on 15 April 2011.

C. The Subject and Object of the Research

The subject was the second year students of Private Vocational High School Tigama Pekanbaru, and the object was the use extensive reading approach and students’ reading comprehension at the Private Vocational High School Tigama Pekanbaru.

¹ Suharsimi Arikunto, *Prosedur Penelitian*, PT. Asdi Mahasatya, Jakarta, 2002, p. 84

D. The Population and Sample of the Research

The population of this research was the second year students' of Private Vocational High School Tigama Pekanbaru. There are two classes of the second year students consist of 76 students. Because of this research needed one groups, the writer took APH 2(Experimental). The total of sample was 38 students.

TABLE 3.1
The Total of the Population and the Sample of the Research

Class Name	Population	Sample
Experimental	38 students	38 students
Control	38 students	38 students
Total	76 students	76 students

E. The Technique of Collective Data

The instrument could be defined as types of items that reflect appropriate technique. In this research, the writer used Test and Observation. The procedures of this research are decided into two phases like:

1. Procedure of collecting date for experimental group by test:
 - a. Pretest

The pretest was carried out to determine the ability of students as the sample. Item used for pre-test consisted of 25 items. The test was about reading comprehension which was appropriate with

curriculum. The test consisted of five passages. One passage consisted of three of five questions.

b. Treatment

The treatment was conducted for experimental group only. The treatment was using extensive reading approach in teaching reading comprehension. The length of the time to apply the approach was about eight meetings.

c. Posttest

After eight meeting included the pretest. The posttest was administrated for experimental group which were analyzed and used as final data for this research.

2. Procedure of collecting data for experimental group by observation:

Besides the test, the writer also observed the influences of extensive reading approach on students reading comprehension. The kinds of observation in this research only described the condition of classroom participant itself. The observation was conducted by the teacher and the writer. The writer did eight observations to experiment class about the influences of extensive reading approach on students reading comprehension at the second year Vocational High School Tigama Pekanbaru. The data can be seen as follows:

a. The Observation of English Teachers at Private Vocational High School Tigama Pekanbaru

From the first to the last observation, I observed that the researcher had done study about extensive reading texts rightfully. She was a good partner in teaching and learning process. She had good preparation in every meeting because the researcher had to combine her teaching form within teaching English procedure at Vocational High School Tigama Pekanbaru. The researcher also done formative test in every meeting. Based on my observed, the researcher had done various reading texts procedures in teaching and learning process.

b. The Observation Form of Experimental Group at Private Vocational High School Tigama Pekanbaru.

From the first observation, there were good cooperation with the staff, teachers, and students. They had good learning facilities in the classroom. From the second observation, the students were very enthusiastic to begin study English. From the third observation, I saw students had good preparation to start study, and they were honor person. From the fourth observation, I saw they were very enjoying in learning by using extensive reading

From the fifth observation, students had focused in learning process. Automatically, they had good result in test. From the sixth, students involved in teaching and learning process, and were more active than before, and the English teachers was very communicative as a controller in the classroom. From the seventh observation, I saw they had good comprehension than before

based on their test result, and I did treatment to go the post-test. From the observations done above, it can be concluded that in the classroom, the researcher, the teachers, and the students had done good cooperation in teaching and learning process. It could be seen from the teachers as a controller in the classroom as long the researcher done the research.

TABLE 3.2

The Percentage of Researcher's Activity of Extensive Reading Approach

No	Teacher activities	Observation								Total	%
		I	II	III	IV	V	VI	VII	VIII		
1	The teacher explained the important of extensive reading from students and the purpose of them									8	100%
2	The teacher asks to the students to find the extensive reading text.	X	X	X		X			X	3	37%
3	The teacher asks to the students to retell the reading texts		X	X					X	5	62%
4	The teacher asks to the students to find unfamiliar vocabularies at the students' text.		X							7	87%

5	The teacher asks to the students to find main idea at the students' text	X	X							6	75%
6	The teacher asks to the students to find the inferences at the students' text.	X	X							6	75%
7	The teacher asks to the students to identify the word references at the students' text.	X	X							6	75%
8	The teacher asks to the students to answer the question based on the texts.		X							7	87%
9	The teacher asks students' to improve their reading comprehension by using extensive reading.									8	100%
Total		5	2	7	9	8	9	9	7	56	-
Percentage		55 %	22 %	77 %	10 0%	88 %	10 0%	10 0%	77%	70%	-

$$Percentage: \frac{\sum observationscore}{writer's activity} \times 100\%$$

From the table above, the reseacher has completed all aspects that have been observed. In observation I, the total of teacher's activity is 5 (55%) of 12 indicators, In observation II, the total of teacher's activity is 2 (22%) of 12 indicators, In observation III, the total of teacher's activity is 7 (77%) of 12

indicators, In observation IV, the total of teacher's activity is 9 (100%) of 12 indicators, In observation V, the total of teacher's activity is 8 (88%) of 12 indicators, In observation VI, the total of teacher's activity is 9 (100%) of 12 indicators, In observation VII, the total of teacher's activity is 9 (100%) of 12 indicators, In observationVII, the total of teacher's activity is 7(77%) of 12 indicators.

TABLE 3.3
The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80 – 100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30 – 39	Fail

F. The Validity and The Reliability

1. The Validity

Every test, whether it is a short, informal class room test, or a public examination should be as valid as the test constructor can make it. The test must aim to provide a true measure of the participation skill which it intended to measure.

Before the items were used to get the data, all of them were tried out first. Try out was intended to know value of the test. The value itself was used to find out the level of difficulties. The standard of value used was.²

The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{B}{JS}$$

Where: P = Difficulty level

B = the number of correct answer

JS = the number of student

For example, if the number 1 was correct answered by 8 students of 20 students, the difficulty could be calculated as follows:

$$\begin{aligned} P &= \frac{B}{JS} \\ &= \frac{8}{20} = 0.4 \end{aligned}$$

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the

² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Bumi Aksara, Jakarta, 2009, p. 245

data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”.

The researcher did try out once time. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. The data obtained by using posttest the Experimental Group was evaluated by consorting 5 components:

- a. Finding Main idea
- b. Comprehending the factual information
- c. Identifying the unfamiliar vocabulary in the texts
- d. Finding the inferences at the texts
- e. Identifying word reference in the texts

TABLE 3.4

The Students are able to Finding the Main idea

Variable	Finding the Main idea					N
Item no	1	6	11	16	21	20
Correct	8	13	11	10	13	
P	0.4	0.65	0.55	0.5	0.65	
Q	0.6	0.35	0.45	0.5	0.35	

$$P = \frac{B}{JS}$$

$$Q=100-P$$

The table 3.3above shows the portion of correct answers item number 1 shows the proportion of correct 0.4, item number 6 shows the proportion of correct 0.65, item number 11 show the proportion of correct 0.5, item number 16 shows the proportion of correct 0.5, item number 21 show the proportion of the correct 0.65. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding the main idea are accepted.

TABLE 3.5

The Students are able to Finding the Factual Information

Variable	Factual Information					N
Item no	2	7	12	17	22	20
Correct	8	12	12	9	12	
P	0.4	0.6	0.6	0.45	0.55	
Q	0.6	0.4	0.4	0.55	0.45	

$$P = \frac{B}{JS}$$

$$Q=100-P$$

The table 3.4 above shows the portion of correct answersfor item number 2 shows the proportion of correct 0.4, item number 7 shows the proportion of correct 0.6, item number 12 show the proportion of correct 0.6, item number 17 shows the proportion of correct 0.45, item number 22 show the proportion

of the correct 0.55. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for factual information are accepted.

TABLE 3.6

The Students are able to Identify the Unfamiliar Vocabulary in the Texts

Variable	Unfamiliar Vocabulary					N
Item no	3	8	13	18	2	20
Correct	10	12	10	12	11	
P	0.5	0.6	0.5	0.6	0.55	
Q	0.5	0.4	0.5	0.4	0.45	

$$P = \frac{B}{JS}$$

$$Q=100-P$$

The table 3.5 above shows the portion of correct answers for item number 3 shows the proportion of correct 0.5, item number 8 shows the proportion of correct 0.6, item number 13 show the proportion of correct 0.55, item number 18 shows the proportion of correct 0.6, item number 23 show the proportion of the correct 0.55, Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for unfamiliar vocabulary idea are accepted.

TABLE 3.7**The Students are able to Finding Inferences in the texts**

Variable	Inferences					N
Item no	4	9	13	19	24	20
Correct	8	12	10	12	12	
P	0.4	0.6	0.5	0.5	0.6	
Q	0.6	0.4	0.5	0.5	0.4	

$$P = \frac{B}{JS}$$

$$Q=100-P$$

The table 3.6 above shows the portion of correct answers for item number 4 shows the proportion of correct 0.4, item number 9 shows the proportion of correct 0.6, item number 13 show the proportion of correct 0.5, item number 19 shows the proportion of correct 0.5, item number 24 show the proportion of the correct 0.6, Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding inferences are accepted.

TABLE 3.8**Students are able to Identifying word reference in the texts**

Variable	Inferences					N
Item no	5	10	15	20	25	20
Correct	12	13	8	10	10	
P	0.6	0.65	0.4	0.5	0.5	
Q	0.4	0.35	0.6	0.5	0.5	

$$P = \frac{B}{JS}$$

$$Q=100-P$$

The table 3.7 above shows the portion of correct answers for item number 5 shows the proportion of correct 0.6, item number 10 shows the proportion of correct 0.65, item number 15 show the proportion of correct 0.4, item number 20 shows the proportion of correct 0.5, item number 24 show the proportion of the correct 0.5, Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding inferences are accepted. The standart level of validity used is:

- a. If the standart level is 1.00 – 0.30 it is difficult
- b. If the standart level is 0.30 – 0.70 it is accepted
- c. If the standart level is 0.70 – 1.00 it is easy³

Based on the standard level of validity above, the writer make conclude that, it is pointed out that validity in average of each items number for Finding Main idea Comprehending the factual information, Identifying the unfamiliar vocabulary in the texts, Finding the inferences at the texts, Identifying word reference in the texts are accepted because the the located is between of 0.30 – 0.70.

³*Ibid.*, p. 210

TABLE 3.9

The Data of Students Tryout

NO	STUDENT'S NAME	STUDENTS ANSWER	SCORE
1	Student 1	12	48
2	Student 2	15	60
3	Student 3	16	64
4	Student 4	14	56
5	Student 5	13	52
6	Student 6	14	56
7	Student 7	12	48
8	Student 8	13	52
9	Student 9	14	56
10	Student 10	14	56
11	Student 11	17	68
12	Student 12	12	48
13	Student 13	11	44
14	Student14	15	60
15	Student 15	13	52
16	Student 16	17	68
17	Student 17	12	40
18	Student 18	14	56
19	Student 19	17	68
20	Student 20	11	44
Result		Accepted	

Based on the data of students tryout there is no rejected because the students score is higher than 0.30 and smaller than 0.70 (<0.30 and >0.70), then the minimal score of the students answer is 48 and the maximum score of the students answer is 68 , therefore the students tryout is accepted.

2. Reliability

Arikunto states that it is possible the test can be reliable but it is not valid, whereas the test is valid automatically it is reliable. To obtain the reliability of the test given, the researcher used the formula as follows:

First Steps: Quadrant Respondent

$$Jk(r) = \frac{\sum X_t^2}{K} - \frac{(\sum x_t)^2}{K \times N}$$

Where: $Jk(r)$ = Quadrant Respondent

x_t = Score every responder

K = Item

N = responders

$$Jk(i) = \frac{3878}{25} - \frac{276^2}{25 \times 20}$$

$$\begin{aligned} &= 155.12 - \frac{76176}{500} \\ &= 155.12 - 152.352 \\ &= 2.768 \end{aligned}$$

Second Steps: Quadrant Item

$$Jk(i) = \frac{\sum B^2}{K} - \frac{(\sum x_t)^2}{K \times N}$$

Where: $Jk(i)$ = Quadrate Item

$\sum B^2$ = All true item quadrate

$(\sum x_t)^2$ = Quadrate score total

$$\begin{aligned} Jk(i) &= \frac{3051}{20} - \frac{276^2}{25 \times 20} \\ &= 152.55 - 152.352 \\ &= 0.2 \end{aligned}$$

Third Steps: Total Quadrant

$$Jk(t) = \frac{(\sum B)(\sum S)}{(\sum B) + (\sum S)}$$

Where: $Jk(t)$ = Total Quadrate

$\sum B$ = Wrong score item

$\sum S$ = True score item

$$\begin{aligned} Jk(t) &= \frac{(276)(227)}{276 + 227} \\ &= \frac{62652}{503} \\ &= 124.5 \end{aligned}$$

Fourth Steps: Residue Quadrant

$$Jk(s) = Jk(t) - Jk(r) - Jk(i)$$

Where: $Jk(s)$ = Total Quadrate

$Jk(t)$ = Total Quadrate

$Jk(r)$ = Quadrant Respondent

$Jk(i)$ = Quadrate Item

$$\begin{aligned} Jk(t) &= 124.5 - 2.768 - 0.2 \\ &= 121.532 \end{aligned}$$

Fifth Steps: Table

Sources variances	Score quadrate	Df	Variances
Respondent	2.768	19	$\frac{2.768}{19} = 0.145$
Item	0.2	24	$\frac{0.2}{24} = 0.008$
Residue	121.532	456	$\frac{121.532}{456} = 0.266$
Total	124.5	499	$\frac{124.5}{499} = 0.249$

Sixth Steps: formula Hoyt

$$r_{11} = 1 - \frac{V_s}{V_r} \quad \text{Or} \quad r_{11} = \frac{V_r - V_s}{V_r}^4$$

$$r_{11} = \text{Reliabilities Total}$$

$$V_r = \text{Variances respondent}$$

$$V_s = \text{Variances Residue}$$

$$r_{11} = 1 - \frac{0.145}{0.266}$$

$$= 1 - 0.5451$$

$$= \mathbf{0.454}$$

⁴ Suharsimi Arikunto ,*Dasar –Dasar Evaluasi Pendidikan*, Bumi Aksara, Jakarta, 2009, p. 209

Based on the Hoyt formulation, the reliability from the students tryout, the first Quadrant Respondent is 2.768, the second Quadrant Item is 0.2, the third Total Quadrant is 124.5, the fourth Residue Quadrant is 127.47. So the reliability from the all Quadrant is 0.454. It's mean that there are reliability at the tryout test. Because the r_{11} is smaller than reliability of table 0.809.

G. The Technique of Analysis Data by Using SPSS 16.0

The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.
3. From the menu click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it is consisted of four analysis group:
 - a. *Percentile Values*, click *Quartiles* and *Percentiles* (s).
 - b. *Central Tendency*, click Mean, Mode, and Sum.
 - c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
 - d. *Distribution*, click Skewness and Kurtosis, and then click continue.
5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.

6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue. (Hartono: 31-39).

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following are steps how to get the result data based on SPSS 16.0 for windows-statistical software:

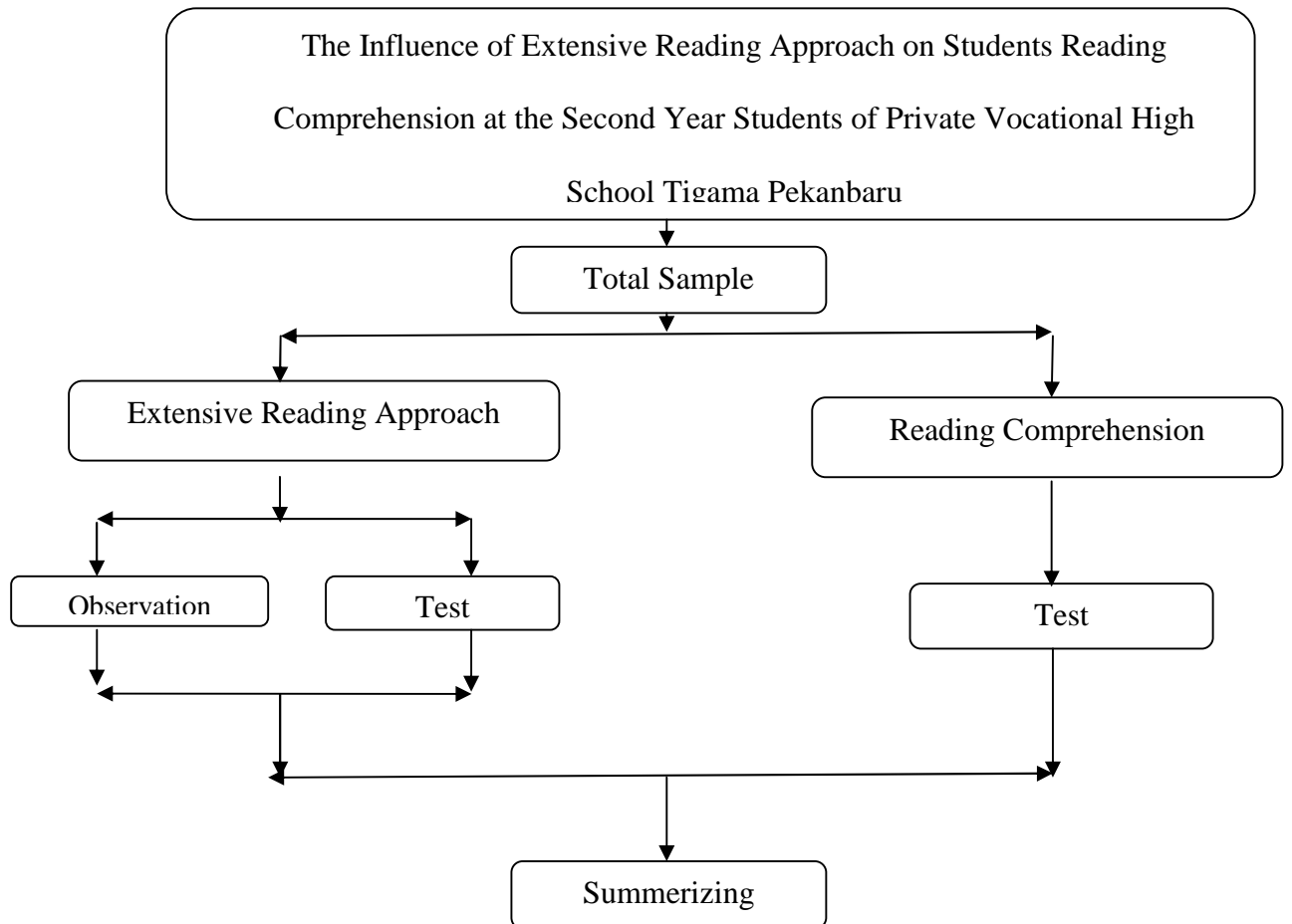
1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

The following steps are how to get the result data based on SPSS 16.0 for windows-statistical software:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.
3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

TABLE 3.10

Schema of the Research



CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

This research is to obtain the influences of extensive reading approach on students reading comprehension of vocational high school Tigama Pekanbaru. The data of this research are the score of the students pretest posttest. The writer gave Pretest to all of the samples. The sample is the total sampling with APH 2 becomes Experiemntal Group and APH 1 still training.

B. The Data Analysis Reading Comprehension Pretest

There are 25 items of reading comprehension test given to 38 respondents in this research.

The data about pretest score in experimental class can be seen in table below:

TABLE 4.1

Percentage of Pretest Score in Experimental Class

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very Good	1	2.63%
2.	Good	3	7.89%
3.	Enough	13	34.21%
4.	Less	12	31.58%
5.	Fail	9	23.68%
Total		38	100%

Example

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{1}{38} \times 100 = 2.63\%$$

Students' reading Comprehension score in pre-test of experimental class is fall into the level 56-65, meaning that, they belong to enough categories because the highest score is 13 (34.215%) of 38 respondents.

TABLE 4.2

The Interval Score for Pretest Experimental

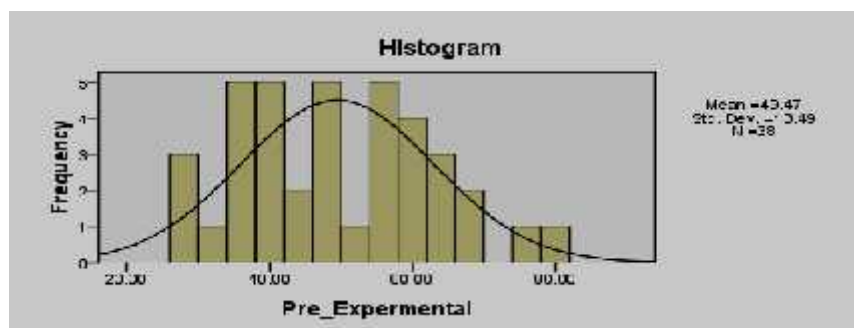
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	3	7.9	7.9	7.9
	32	1	2.6	2.6	10.5
	36	5	13.2	13.2	23.7
	40	5	13.2	13.2	36.8
	44	2	5.3	5.3	42.1
	48	5	13.2	13.2	55.3
	52	1	2.6	2.6	57.9
	56	5	13.2	13.2	71.1
	60	4	10.5	10.5	81.6
	64	3	7.9	7.9	89.5
	68	2	5.3	5.3	94.7
	76	1	2.6	2.6	97.4
	80	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

The table above show the interval score of the students, it shows from 38 respondents in interval 28 the frequency is 3 students(7.9%), interval 32 the frequency is 1 students(2.6%), interval 36 the frequency is 5 students(13.2%),interval 40 the frequency is 5 students(13.2 %), interval 44 the frequency is 2 students(5.3%), interval 48the frequency is 5 students(13.2%), interval 52 the frequency is 1 students(2.6%), interval 56the frequency is 5 students(13.2%),interval 60the frequency is 4 students(10.5%),interval 64the frequency is students(7.9%), interval 68the frequency is 2 students(5.3%), interval 76the frequency is 1 students(2.6%), interval 80the frequency is 1 students(2.6%).

TABLE 4.3**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre_Experimental	38	52.00	28.00	80.00	1880.00	49.4737	2.18840	13.49021	181.986
Valid N (listwise)	38								

To know more of students reading comprehension result given to the 38 respondents at the Second year of Vocational High School TigamaPekanbaru, the researcher gives it in the following histogram



C. The Data Analysis Reading Comprehension Posttest

There are 25 items of reading comprehension test given to 38 respondents in this research. In order to present the data about posttest score in experimental class can be seen in table below:

TABLE 4.4**Percentage of Posttest Score in Experimental Class**

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very Good	11	28.96%
2.	Good	12	31.56%
3.	Enough	11	28.96%
4.	Less	3	7.89%
5.	Fail	1	2.63%
Total		38	100%

Example

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{11}{38} \times 100 = 28.936\%$$

Students' reading Comprehension score in post-test of experimental class is fall into the level 56-65, meaning that, they belong to good categories because the highest score is 12 (31.56%) of 38 respondents.

TABLE 4.5

The Interval Score for Postest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	2.6	2.6	2.6
	40	1	2.6	2.6	5.3
	44	1	2.6	2.6	7.9
	48	1	2.6	2.6	10.5
	56	1	2.6	2.6	13.2
	60	4	10.5	10.5	23.7
	64	8	21.1	21.1	44.7
	68	4	10.5	10.5	55.3
	72	5	13.2	13.2	68.4
	76	1	2.6	2.6	71.1
	80	1	2.6	2.6	73.7
	84	2	5.3	5.3	78.9
	88	5	13.2	13.2	92.1
	92	3	7.9	7.9	100.0
	Total	38	100.0	100.0	

The table above show the interval score of the students, it shows from 38 respondents in interval 28 the frequency is 1 students (2.6%), interval 40 the frequency is 1 students (2.6%), interval 44 the frequency is 1 students (2.6%), interval 48 the frequency is 1 students (2.6%), interval 56 the frequency is 1 students (2.6%), interval 60 the frequency is 4 students (10.5%), interval 64 the frequency is 8 students (21.1%), interval 68 the frequency is 4

students (10.5%), interval 72 the frequency is 5 students (13.2%), interval 76 the frequency is 1 students (2.6%), interval 80 the frequency is 1 students (2.6%), interval 84 the frequency is 2 students (5.3%), interval 88 the frequency is 5 students (13.2%), interval 92 the frequency is 3 students (7.9%).

TABLE 4.6

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post_Experimental	38	64.00	28.00	92.00	2640.00	69.4737	2.43456	15.00763	223.681
Valid N (listwise)	38								

To know more of students reading comprehension result given to the 38 respondents at the Second year of Vocational High School Tigama Pekanbaru, the researcher gives it in the following histogram.

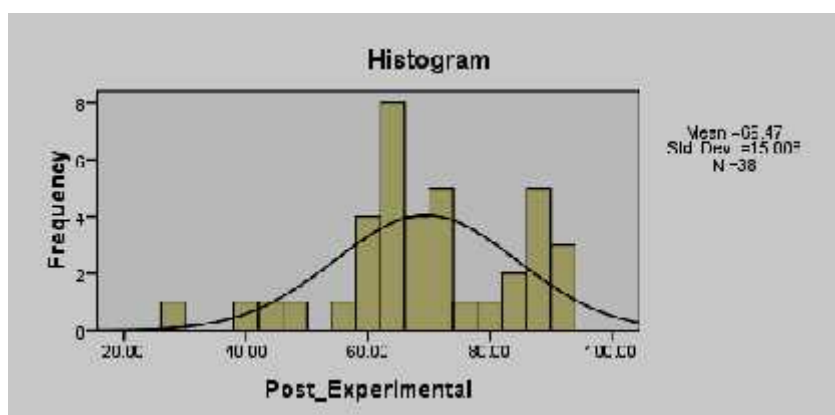


TABLE 4.7

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest Experimental	49.4737	38	13.49021	2.18840
Posttest Experimental	69.6842	38	15.00763	2.43456

Out put Paired Samples Statistics shows mean Pretest 49.4737, and Posttest 69.4737, while N of two samples are 38. The Standard of Deviation of Pretest showed 13.49021, and Posttest showed 15.00763. The Mean standard error Pretest showed 2.18840, and Posttest showed 2.43456.

TABLE 4.8
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest Experimental Posttest Experimental	38	.680	.000

Out put Paired Samples Correlation shows correlation between Pretest and posttest, where correlation obtained are 0.680 and samples significant are 0.00. The probability assumption are:

- If the probability > 0.05 the null hypothesis can be accepted.
- If the probability < 0.05 the null hypothesis cannot be accepted.

So, because samples significant 0.00 smaller than 0.05. It means the null hypothesis cannot be accepted.

TABLE 4.9
Paired Samples Test

		Paired Differences					T	DF	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experimental Posttest Experimental	-2.000001	11.54076	1.87216	-23.79335	-16.20665	-6.118	74	.000

Output Paired Sample T Test shows analysis result by using t test. In which t test compare between t_0 (t observation) and t_t (t table). The score obtained of t_0 was 6.118 higher than t table 74. Because t table there is no in table so the writer takes 70 because it is near

than 74 whether 5% and 1% from 40 is ($2.00 < 6.118 > 2.65$). It means that the null hypothesis cannot be accepted. The probability assumption are:

- a. If the probability > 0.05 the null hypothesis can be accepted.
- b. If the probability < 0.05 the null hypothesis cannot be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign is. $< t(0.00 < 0.05)$ H_0 cannot be accepted and H_a can be accepted. From the data above teaching reading by extensive reading got influences to improve students reading comprehension.

After calculating the degree of freedom above, we know that the degree of freedom is 37. The t-table at 5% grade of significant is 2.00; while in the level of significant 1% are 2.65. So the writer can conclude that t_0 is higher than t-table 5% and 1%. It can be read that ($2.00 < 6.118 > 2.65$). The score above shows that the alternative hypothesis can be accepted and it means that there is significant influences of extensive reading approach on students reading comprehension at the second year students of private vocational high school Tigama Pekanbaru.

This research is to obtain the influence of extensive reading approach on students reading comprehension at the second year Private Vocational High School Tigama Pekanbaru. The writer gave pre-test to all of the population to determine two classes as the samples. The total of test for from pretest posttest was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. The experimental was asked to express the pre-test and post-test.
- b. The teacher evaluated from the test based on reading comprehension aspect.

There were 25 items of reading comprehension test given to the 38 respondents in this research. From the test, it was obtained that the lower score was 28 and the higher score was 92. The mean was 69.6842. The result of the test from the experimental and control group can be seen in the following appendix 17.

D. The Data Analysis Reading Comprehension by Using Manual

TABLE 4.10

Table Mean and Standard Deviation Pretest

NO	X	F	FX	FX ²
1	80	1	80	6400
2	76	1	76	5776
3	68	2	136	9248
4	64	3	192	12288
5	60	4	240	14400
6	56	5	280	15680
7	52	1	52	2704
8	48	5	240	11520
9	44	2	88	3872
10	40	5	200	8000
11	36	5	180	6480
12	32	1	32	1024
13	28	3	84	2352
Total		38	Fx 1880	Fx ² 99744

Mean

$$= \frac{\sum fx}{N} = \frac{1880}{38} = 49.47$$

Standart Deviasi

$$= \sqrt{\frac{\sum fx}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$= \sqrt{\frac{99744}{38} - \left(\frac{1880}{38}\right)^2}$$

$$= \sqrt{2624.84 - (29.47)^2}$$

$$= \sqrt{2624.84 - 2447.28}$$

$$= \sqrt{177.56}^2$$

$$= 13.325$$

TABLE 4.11

Table Mean and Standard Deviation Posttest

NO	X	F	FX	FX ²
1	92	3	276	2392
2	88	5	440	38720
3	48	2	168	14112
4	80	1	80	6400
5	76	1	76	5776
6	72	5	360	25920
7	68	6	408	27744
8	64	6	384	24576
9	60	4	240	14400
10	56	1	56	3136
11	48	1	48	2304
12	44	1	44	1936
13	40	1	40	1600
14	28	1	28	784
Total		38	Fx 2468	Fx ² 192800

Mean

$$= \frac{\sum fy}{N} = \frac{2548}{38} = 69.68$$

Standart Deviasi

$$= \sqrt{\frac{\sum fy}{N} - \left(\frac{\sum fy}{N}\right)^2}$$

$$= \sqrt{\frac{192.800}{38} - \left(\frac{2648}{38}\right)^2}$$

$$= \sqrt{5073.68 - (69.68)^2}$$

$$= \sqrt{5073.68 - 4855.30}$$

$$= \sqrt{218.38}$$

$$= 14.77$$

Counting the value of t_o

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{49.47 - 69.68}{\sqrt{\left(\frac{13.32}{\sqrt{38-1}}\right)^2 + \left(\frac{14.77}{\sqrt{38-1}}\right)^2}}$$

$$t_o = \frac{-20.21}{\sqrt{\left(\frac{13.32}{\sqrt{6.082}}\right)^2 + \left(\frac{14.77}{\sqrt{6.082}}\right)^2}}$$

$$t_o = \frac{-20.21}{\sqrt{(2.191)^2 + (2.428)^2}}$$

$$t_o = \frac{-20.21}{\sqrt{4.801 + 5.892}}$$

$$t_o = \frac{-20.21}{\sqrt{10.696}}$$

$$t_o = \frac{-20.21}{3.271}$$

$$t_o = 6.178$$

By observing the data analysis, it can be described that the coefficient of T-test is 6.178. to prove whether any significant influence or not at 5% grade of significance, or at 1% grade of significance. The level of T-test = 6.178. So the score can be comparing with the degree of freedom (df). Then to get the level of ‘ df ’ the following formula is used:

$$df = (N1+N2)- 2$$

$$= (38 + 38)- 2$$

$$= 76 - 2 = 74$$

The degree of freedom is 74. Because no available at the table the writer take 70. The T-table at the 5% grade of significance = 2.00, while the level of significance 1% = 2.65. So we can analyze that t_o is higher than t-table in 5% or 1%. In the other words, we can read that $2.00 < 6.178 > 2.65$. Based on the score above, the writer can conclude that the null hypothesis can't be accepted. It means that there is a significance influence of extensive reading approach on students reading comprehension at the second year private vocational high school Tigama Peokanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

After having the research, it seems very important to the writer to make a conclusion and give suggestions for the students and teacher.

A. The Conclusion

Based on the data analysis, the writer concludes that the research finding, for the first reasearch finding is how is a student reading comprehension before taught and after taught extensive reading approach. We can see at the table 4.15 that the maen of students befor taught by extensive reading approach is 49.4737, and after taught by extensive reading approach mean become 69,6842. For the second research finding. T-table at the 5% grade of significance refers to 2.00. While, in the level of significance 1% is 2.65. Therefore, it can be analyzed that t_o is higher than t table in either at 5% or 1% grade of significance. It can be read that $(2.00 < 6.118 > 2.65)$. It means that there is significant influence of extensive reading approach on students reading comprehension at the second year student of Private Vocational High School Tigama Pekanbaru.

B. The Suggestion

Considering the result of this study, the writer would like to give some suggestion. They are as follows:

1. Suggestion for Teachers

- a. The researcher suggests that English teachers to choose the suitable approach in teaching their students in order to make the students feel interesting and not boring, and studying English.
- b. The teacher should be creative to improve the students' comprehension in reading text by giving any assignment or homework, especially the question in form of content of the text, supporting details, and texts it is based on the vocational high school, which is regarded more difficult for the students.

2. Suggestion for Students

- a. The students should be creative to select kinds of reading in order to comprehend more the text and in order to diminish in learning English especially in reading subject based on students' interest title books because it influences students to be a good reader.
- b. The students should know about content of the text if they read some texts.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic with this study.

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APPENDIX 1
The Percentage of writer's Activity

No	Teacher activities	Observation								Total	%
		I	II	III	IV	V	VI	VII	VIII		
1	The teacher explained the important of extensive reading from students and the purpose of them									8	100%
2	The teacher asks to the students to find the extensive reading text.	X	X	X		X			X	3	37%
3	The teacher asks to the students to retell the reading texts		X	X					X	5	62%
4	The teacher asks to the students to find unfamiliar vocabularies at the students' text.		X							7	87%
5	The teacher asks to the students to find main idea at the students' text	X	X							6	75%
6	The teacher asks to the students to find the inferences at the students' text.	X	X							6	75%
7	The teacher asks to the students to identify the word references at the students' text.	X	X							6	75%

8	The teacher asks to the students to answer the question based on the texts		X							7	87%
9	The teacher asks students' to improve their reading comprehension by using extensive reading.									8	100%
Total		5	2	7	9	8	9	9	7	56	-
Percentage		55 %	22%	77%	100 %	88%	100 %	100 %	77%	70%	-

$$Percentage: \frac{\sum observationscore}{writer's activity} \times 100\% = \frac{3}{12} \times 100 = 25\%$$

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 1)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		5	4

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 2)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		2	7

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 3)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		7	2

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 4)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		9	0

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 5)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		5	4

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 6)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		9	0

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 7)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		9	0

**Observation List of the Influence of Extensive Reading Approach
on Students, Reading Comprehension
(Meeting 8)**

No	Indicators of Using Extensive Reading Approach	Alternative Answer	
		Yes	No
1	The teacher explained the important of extensive reading for the students and the purpose of them		
2	The teacher asks to the students to find the extensive reading text.		
3	The teacher asks to the students to retell the reading texts.		
4	The teacher ask to students to find unfamiliar vocabularies at the students texts		
5	The teacher ask to students to find the main idea at the students text		
6	The teacher ask to students to find the inferences at the students text.		
7	The teacher ask to students to identify the word references at the students text		
8	The teacher ask to students to answer the questionbased on the text		
9	The teacher ask to students to improve their reading comprehension		
Total		7	2

APPENDIX 2

THE RESULT OF TRY OUT OF STUDENTS READING COMPREHENSION

<i>Name</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>Total</i>	<i>Total quadr ate</i>
<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>12</i>	<i>144</i>
<i>2</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>15</i>	<i>225</i>
<i>3</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>16</i>	<i>256</i>
<i>4</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>14</i>	<i>196</i>
<i>5</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>13</i>	<i>169</i>
<i>6</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>14</i>	<i>196</i>
<i>7</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>12</i>	<i>144</i>
<i>8</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>13</i>	<i>169</i>
<i>9</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>14</i>	<i>196</i>
<i>10</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>14</i>	<i>196</i>
<i>11</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>17</i>	<i>289</i>
<i>12</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>12</i>	<i>122</i>
<i>13</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>11</i>	<i>121</i>
<i>14</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>15</i>	<i>225</i>
<i>15</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>13</i>	<i>169</i>
<i>16</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>17</i>	<i>289</i>
<i>17</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>12</i>	<i>144</i>
<i>18</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>14</i>	<i>196</i>
<i>19</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>17</i>	<i>289</i>
<i>20</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>11</i>	<i>121</i>
<i>Total</i>	<i>8</i>	<i>8</i>	<i>10</i>	<i>8</i>	<i>12</i>	<i>13</i>	<i>12</i>	<i>12</i>	<i>12</i>	<i>13</i>	<i>11</i>	<i>12</i>	<i>10</i>	<i>12</i>	<i>8</i>	<i>10</i>	<i>9</i>	<i>12</i>	<i>12</i>	<i>10</i>	<i>13</i>	<i>13</i>	<i>11</i>	<i>12</i>	<i>10</i>	\sum^{276}	\sum^{3878}
Jum. jwb an salah	12	12	10	12	8	7	8	8	8	7	9	8	10	8	12	10	11	8	8	10	7	7	9	8	10	\sum^{227}	
<i>P</i>	<i>0.4</i>	<i>0.4</i>	<i>0.5</i>	<i>0.4</i>	<i>0.6</i>	<i>0.65</i>	<i>0.6</i>	<i>0.6</i>	<i>0.6</i>	<i>0.65</i>	<i>0.55</i>	<i>0.6</i>	<i>0.5</i>	<i>0.6</i>	<i>0.4</i>	<i>0.5</i>	<i>0.45</i>	<i>0.6</i>	<i>0.6</i>	<i>0.5</i>	<i>0.65</i>	<i>0.65</i>	<i>0.55</i>	<i>0.6</i>	<i>0.5</i>	<i>Accepted</i>	
<i>Q</i>	<i>0.6</i>	<i>0.6</i>	<i>0.5</i>	<i>0.6</i>	<i>0.4</i>	<i>0.35</i>	<i>0.4</i>	<i>0.4</i>	<i>0.4</i>	<i>0.35</i>	<i>0.45</i>	<i>0.4</i>	<i>0.5</i>	<i>0.4</i>	<i>0.6</i>	<i>0.5</i>	<i>0.55</i>	<i>0.4</i>	<i>0.4</i>	<i>0.5</i>	<i>0.35</i>	<i>0.35</i>	<i>0.45</i>	<i>0.4</i>	<i>0.5</i>		
<i>Pq</i>	<i>0.24</i>	<i>0.24</i>	<i>0.25</i>	<i>0.24</i>	<i>0.24</i>	<i>0.23</i>	<i>0.24</i>	<i>0.24</i>	<i>0.24</i>	<i>0.23</i>	<i>0.25</i>	<i>0.24</i>	<i>0.25</i>	<i>0.24</i>	<i>0.24</i>	<i>0.25</i>	<i>0.25</i>	<i>0.24</i>	<i>0.24</i>	<i>0.2</i> <i>4</i>	<i>0.23</i>	<i>0.23</i>	<i>0.25</i>	<i>0.24</i>	<i>0.25</i>	$\sum pg^{6.04}$	
Kuadr at total	64	64	100	64	144	169	144	144	144	169	121	144	100	144	64	100	81	144	144	100	169	169	121	144	100	\sum^{3051}	

APPENDIX 3

Tabel coefficients Correlation “r”

Product Moment significant 5% and 1%

df	Taraf significant		df	Taraf significant	
	5%	1%		5%	1%
1	0.997	1.000	24	0.388	0.496
2	0.950	0.990	25	0.381	0.487
3	0.878	0.959	26	0.374	0.478
4	0.811	0.917	27	0.367	0.470
5	0.754	0.874	28	0.361	0.463
6	0.707	0.834	29	0.355	0.456
7	0.666	0.798	30	0.349	0.449
8	0.632	0.765	35	0.325	0.418
9	0.602	0.735	40	0.304	0.393
10	0.576	0.708	45	0.288	0.372
11	0.553	0.684	50	0.273	0.354
12	0.532	0.661	60	0.250	0.325
13	0.514	0.641	70	0.232	0.302
14	0.497	0.623	80	0.217	0.283
15	0.482	0.606	90	0.205	0.267
16	0.468	0.590	100	0.195	0.254
17	0.456	0.575	125	0.174	0.228
18	0.444	0.561	150	0.159	0.208
19	0.433	0.549	200	0.138	0.181
20	0.423	0.537	300	0.113	0.148
21	0.413	0.526	400	0.089	0.128
22	0.404	0.515	500	0.088	0.115
23	0.369	0.505	1000	0.062	0.081

APPENDIX 4

Tabel Score For Significant 5% And 1%

df/db	5%	1%	df/db	5%	1%
1	12.71	63.66	24	2.06	2.80
2	4.30	9.92	25	2.06	2.79
3	3.18	5.84	26	2.06	2.78
4	2.78	4.60	27	2.05	2.77
5	2.75	4.03	28	2.05	2.76
6	2.45	3.71	29	2.04	2.76
7	2.36	3.50	30	2.04	2.75
8	2.31	3.36	35	2.03	2.72
9	2.26	3.25	40	2.02	2.72
10	2.23	3.17	45	2.02	2.69
11	2.20	3.11	50	2.01	2.68
12	2.18	3.06	60	2.00	2.65
13	2.16	3.01	70	2.00	2.65
14	2.14	2.98	80	1.99	2.64
15	2.13	2.95	90	1.99	2.63
16	2.12	2.92	100	1.98	2.63
17	2.11	2.90	125	1.98	2.62
18	2.10	2.88	150	1.98	2.61
19	2.09	2.86	200	1.97	2.60
20	2.09	2.84	300	1.97	2.59
21	2.08	2.83	400	1.97	2.59
22	2.07	2.82	500	1.96	2.59
23	2.07	2.81	1000	1.96	2.58

APPENDIX 5

RESEARCH INSTRUMENT (POST-TEST)

READING COMPREHENSION

Respondent:

The Second Year students of Private Vocational high school Tigama Pekanbaru

Name :

Class :

Instructions:

1. This test just for the research instrument
2. Write down your name and class above this sheet.
3. Give the cross (X) for the answer that you choose.
4. There are 25 items and you have 45 minutes to answer them.
5. Please answer the questions based on the correct answer.

Directions:

Read the text and answer the following questions based on your own.

Read the passage below and answer the question no 1 - 5

The one-hour chemistry talk entitled: "Acids and Alkalis in Everyday Life." was the brain-child of the young scientific child prodigy. Ainan Celeste Cawley, in making his first public lecture, was fulfilling an ambition he has nursed this past year: to teach children everywhere the beauty of science, by taking the role of the Professor, himself. The chemistry class was a great success - and Ainan's first contribution to science education. Ainan Celeste Cawley, who is half-Irish and half-Malay, has been reasoning scientifically since his first year, when he unequivocally disproved his mother's contention that he was superman. When scientific child prodigy, Ainan, was one year old, his mother, ambidextrous artist, Syahidah Osman Cawley, placed a red cape about his shoulders and said: "There, Ainan, you are Superman!" Ainan looked at his mother with one of his infinitely deep gazes and sighed, as if trying to explain something to a little child. "No mummy, I am not Superman, I cannot fly." He then jumped up into the air and came down again, to Earth. "See!", he said, in perhaps the most direct proof possible. His arms were out to his sides, palms up, as if to say: "Nothing could be more obvious." It was Ainan's first explicit experiment that we noted. The science lecture at Bukit Timah Primary School, in Singapore is the first of many such classes and work in education to come.

Ainan Celeste Cawley intends to bring science classes, in particular chemistry, to children everywhere. His lectures will encompass the most diverse range of subjects and he will

teach all ages of children: there are no limits to his efforts at science education. Dates and venues of science lectures will be announced as and when we have confirmed class bookings. His chemistry lecture, "Acids and Alkalis in Everyday Life", included practical demonstrations of the way acids and alkalis behave and interact. He discussed the nature of acids and alkalis, protons, hydroxyl ions and pH. The children laughed at his demonstrations and applauded, rapt throughout at his presentation of what, to all of them, was a new subject. The class was an interactive one, with many questions to the floor.

1. What is the main idea of the story above?
 - a. Ainan's mother hoped her son become a superstar
 - b. Ainan children since the age of one year has been good at and become a chemist
 - c. Ainan cleverness is not supported by the universities
 - d. Each activities Ainan in chemistry always fails and is supported by her parents
2. What the information below is true, **except**...?
 - a. Since childhood, a child talent this year has seen
 - b. Ainan became the world's smartest children in the field of chemical
 - c. "Acids and alkalis in Everyday Life." The basis of ingenuity Ainan
 - d. Ainan and all his friends become the world's smartest children
3. What is meant by "He discussed the nature of acids and alkalis, protons, hydroxyl ions and pH", in line 21?
 - a. Various kinds of chemical
 - b. The types of lessons
 - c. The nature and part of the acid and alkaline
 - d. University courses
4. What is the inference from read texts above about Ainan in chemistry?
 - a. Making a simple game about chemistry
 - b. to make science classes, especially in chemistry, to children everywhere
 - c. making the nature of acids and alkalis, protons, hydroxyl ions and pH.
 - d. Making the children laugh and clap
5. The refer of "Chemistry" is
 - a. The couple walk together
 - b. The kinds of the person in the texts
 - c. The mane of sciences education
 - d. The scientific study of structure and combine together

Read the passage below and answer the question no 5 - 7

Sari Pan Pacific Jakarta is located right in the heart of Jakarta's prestigious commercial shopping, dining and entertainment districts, Sari Pan Pacific Jakarta Hotel is the perfect choice for your stay in Jakarta. Just 35 minutes away from Jakarta's Soekarno Hatta International Airport, it is also close to Jalan Thamrin, the most famous Boulevard in Central Jakarta. Most airline offices, major business offices, several embassies and a leading department store are just a few minutes walk away from the hotel. The Sari Pan Pacific Jakarta Hotel has won the Adikarya Wisata Award three times for exceeding hospitality achievement and dedication to support tourist development. Above all, here at Jakarta's preferred business address, we seek to provide five-star service, always. One of the finest luxury hotels in Jakarta, Sari Pan Pacific Jakarta Hotel

offers guests 400 elegantly appointed rooms and suites complete with plug and play internet connectivity. For discerning guests who seek indulgence and leisure, the Jakarta and Sari Suites make a perfect choice. For business travelers, the convenience and facilities of the Pacific rooms is ideal. For a perfect combination of luxury and comfort, you can choose from the fully-equipped deluxe and standard rooms.

6. What is the main idea contained in the story above?
 - a. Sari pan pacific Hotel is a luxurious five star hotel
 - b. Strategic location and away from public places
 - c. Facilities Having a complete and a place not far away from public places
 - d. The hotel has four room types in accordance with the Facilities Standards
7. From text above, we know that sari pan hotel is...?
 - a. Adikarya Tourism award is one of award for good places
 - b. Many people stay around at sari pan hotel
 - c. Sari pan hotel are strategies located and have some type rooms that have complete facilities
 - d. The perfect choice for pleasure is sari pan hotel
8. What is comfort at the line 7?
 - a. Confidences
 - b. Joy
 - c. Sorrow
 - d. happyness
9. What are addition to an interesting location and facilities it supports excellence sari pan pacific Jakarta?
 - a. The presence of Jakarta's Soekarno Hatta International Airport, it is close to Thamrin street too
 - b. The election of three times Adikarya Tourism Award
 - c. Being a five star hotel
 - d. Having a comfortable place and a complete Facilities
10. About the facility, what are the saripan hotels have?
 - a. Suite and luxury
 - b. Luxury, standard and deluxe
 - c. Suite, deluxe and standard
 - d. Deluxe and standard

Read the passage below and answer the question no 11 - 15

Curriculum Vitae

Maret 13, 2011

Full Name : Agung Baskoro

Nick Name : Agung / Abas

Date / Birth Place : Medan/ 31 May 1986

Hobby : Reading

Email : ilmu_smart2005@yahoo.com

Personal Goals :

- Being an expert academic
- Being an national leading figure
- Making university and community as a comprehensive social, economy, and political movement

Educational :

Department of Political Science and Governance Gadjah Mada University (Undergraduated Programme, 3.57 from 4)

Background

Born in 1986. Agung is a under graduated student at the Department of Political Science and Governance, Faculty of Social and Political Sciences, Gadjah Mada University. During his study in the Gadjah Mada University, in 2009, he was awarded as the **“Best Student” (Fisipol Idol / 2009)** by the Dean of Faculty of Social and Political Science. Recently, he received the nationally prestigious **The Next Leader Award on Lead Institute Paramadina University-Metro TV (2009)**, a competition of more then a hundreds talented young leaders from all province in Indonesia

Loves to gaze the stars in the sky, Agung tries to keep his feet on earth by being active in the society. He is actively involved in various civil society initiatives. From 2006 until today, he has travelled to many cities and villages in this country, to give seminars and trainings to empower Indonesian youths.

Dreaming to be an influential thinker and leader, Agung loves to read books and write articles, poems, and short stories. He had published several articles. His articles were published in various newspapers in campus and national level.

11. What is the main idea contained in the CV above?
 - a. Children who excel with a high social value of fighting
 - b. Students who graduate from university is famous for having great talent in his field
 - c. Great gifted child who has ever won the biggest competitions in Indonesia
 - d. General, who has dreams to become a chemist and never make articles in campus
12. What is information obtained from the Curriculum Vitae above?
 - a. Agung was graduated Gajah Mada university graduates from the best talents
 - b. Great work a persistent desire

- c. A person who is an expert in the field of literature
 - d. Boys are tough with the final IPK 3.57
13. "A competition of more than a hundred talented young leaders from all provinces in Indonesia." What is the meaning of the underlined word?
- a. State Leaders
 - b. Young leaders
 - c. Youth have the talent in their field
 - d. Youth have the talent in the community
14. What are the inferences about Curriculum vitae text above?
- a. Agung is a under graduated student at the Department of Political Science and Governance, Faculty of Social and Political Sciences, Gadjah Mada University.
 - b. he received the nationally prestigious The Next Leader Award on Lead Institute Paramadina University-Metro TV (2009), a competition of more then a hundreds talented young leaders from all province in Indonesia
 - c. Agung Being an expert academic Being an national leading figure Making university and community as a comprehensive social, economy, and political movement and Agung loves to read books and write articles, poems, and short stories. He had published several articles. His articles were published in various newspapers in campus and national level.
 - d. Agung tries to keep his feet on earth by being active in the society and From 2006 until today, he has travelled to many cities and villages in this country, to give seminars and trainings to empower Indonesian youths.
15. About the background at the CV, what are the bigger dreams for agung?
- a. Become motivator
 - b. Become leader of company
 - c. Actives in the society
 - d. Travelled to many city

Read the passage below and answer the question no 16 - 19

I was formerly a part-time worker in the hotel as a waiter at the restaurants, the job description for a waitress would be to seat the guests, take the drink orders, and watch to see if the guests need anything. Body language lets you know when they are ready to order. When they are ready you take the order, make sure they are served drinks and appetizers. You clean tables, fill salt, things like that. Make silverware rolls, if they use those in the establishment. Keep checking on guests to make sure they are happy. Fix whatever drinks need to be fixed and keep the tables going. Help the busboys as things get really busy for wait staff. It can also depend on the establishment too. You basically keep the guests happy, and when they aren't happy, you listen to why, and make them happy. Even when you have bad days. Nobody should know it. You can't take it out on the guests; being a waitress is hard, it's demanding, and it's a daily struggle.

16. What is the main idea from the texts above?
- a. Manager have may salary than waiters

- b. The first time I just part times worked and now become a good manager that have many job description
 - c. The first job description of manager more than difficulties than part time worker
 - d. Clean table, make silverware rolls it becomes we was tired
17. In the last sentence "being a waitress is hard, it's demanding, and it's a daily struggle." synonyms underlined what?
- a. Can not be done
 - b. DifficultTo do
 - c. Glad to be done
 - d. Joy and sorrow
18. What is the inference from the text above?
- a. Body language lets you know when they are ready to order
 - b. make sure they are served drinks and appetizers
 - c. the job description for a waitress would be to seat the guests, take the drink orders
 - d. It can also depend on the establishment too.
19. What is "establish" at the text?
- a. Structure
 - b. Producer
 - c. Organized
 - d. support

Read the passage below and answer the question no 20 - 22

Tourist Place in Magetan

Telaga Sarangan is one of the most attractive places for tourism in East Java. It is located on one of the slopes of Lawu Mountain. This place can be reached 30 minutes from the city center of Magetan. The fresh water and air make people love to visit the place as well as to enjoy the beautiful scenery. Sailing by boat or riding horse to surround the lake is very enjoyable. After we are tired of doing that we can enjoy the delicious 'sate kelinci' which make our belly full. Don't forget to get souvenir such as handicrafts or fresh vegetables and fruits. And the last thing I wanna say that sometime the weather is very cold brrr...

20. What is the main idea from this passage...?
- a. The places is hill and many place for enjoy
 - b. Telaga sarangan make the visitor feel enjoyable although there is no money
 - c. Telaga sarangan is the slope of Lawu Mountain and pleasure
 - d. We can enjoy with the souvenir, homestead, and foods
21. What are the specific from the talaga sarangan look at the nature?
- a. Delicious sate kelinci
 - b. The located on one of the slopes of mountain
 - c. Sailing by boar or riding horse
 - d. Fresh water and air
22. What is the means of "which make our belly full" (Line5)....?
- a. There is no place in our body is full
 - b. The make our stomach is satisfied

- c. The stomach is Hungry
- d. The place for food is full

Read the passage below and answer the question no 23 - 25

Restaurant managers have different duties depending on where they work. In most restaurants and food service facilities, the manager is assisted by one or more assistants. In large facilities, there is also an executive chef. The chef is responsible for the operation of the kitchen. The assistant managers oversee service in the dining room. In small restaurants, the executive chef may also be the manager. In fast food restaurants and other places open for long hours, there is often an assistant manager to oversee each shift. Restaurant managers have a variety of daily duties. They estimate how much food and beverage will be used, and place orders with suppliers.

They check the deliveries of fresh food and baked goods for quality. They order supplies of non-food items, such as dishes and silverware, cooking utensils, and cleaning products. They arrange to have equipment repaired or maintained and schedule other services. In addition, managers total cash and charge receipts at the end of each day. Then they deposit them in a bank or other safe place. Restaurant managers also supervise the kitchen and dining room. For example, they oversee the food preparation, checking the quality and size of the servings.

- 23. The story above does not include the job description of a manager into restaurant is?
 - a. Determining employee clothes
 - b. Determining times work
 - c. Choosing a food serving size
 - d. Order of goods inventories
- 24. What are examples of "non-food items" line8... Except...!!
 - a. Dishes and silverware, cooking utensils, and cleaning products.
 - b. Dinner spoon, goblet, dinner plate
 - c. Curtains, new employees, garnish
 - d. Linen, juice glass, new products
- 25. What are inferences about texts above?
 - a. Restaurant managers have a variety of daily duties.
 - b. They order supplies of non-food items, such as dishes and silverware, cooking utensils, and cleaning products is the one of job description of manager
 - c. the manager is assisted by one or more assistants.
 - d. Restaurant managers not also supervise the kitchen and dining room. For example, they oversee the food preparation, checking the quality and size of the servings

APPENDIX 6

Key Answer

Pre test

- | | |
|--------------|--------------|
| 1. C | 14. B |
| 2. B | 15. C |
| 3. C | 16. C |
| 4. A | 17. B |
| 5. C | 18. D |
| 6. D | 19. A |
| 7. B | 20. B |
| 8. A | 21. C |
| 9. D | 22. B |
| 10. A | 23. C |
| 11. B | 24. B |
| 12. A | 25. B |
| 13. C | |

Post test

- | | |
|--------------|--------------|
| 1. B | 15. A |
| 2. D | 16. B |
| 3. A | 17. C |
| 4. B | 18. B |
| 5. D | 19. D |
| 6. B | 20. C |
| 7. C | 21. C |
| 8. D | 22. D |
| 9. B | 23. B |
| 10. C | 24. A |
| 11. B | 25. C |
| 12. A | |
| 13. C | |
| 14. C | |

APPENDIX 7

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: Try-out test
Skill	: Reading
Sources	: Internet (Based on the Based Competence)
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: the students are able to answer the pretest reading comprehension
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

1. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- **Pre activities**

- Greeting
- Pray
- Attendant list
- **While activities**
 - The teacher explains how to answer the Try-out test and the students pay attention the teacher explanation
- **Post activities**
 - Collect Try-out sheet

3. Assessment

- There is no assessment

Pekanbaru, April 2011

Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741

APPENDIX 8

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: Pre test
Skill	: Reading
Sources	: Internet (Based on the Based Competence)
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: the students are able to answer the pretest reading comprehension
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

4. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

5. Procedure

- **Pre activities**

- Greeting
- Pray
- Attendant list
- **While activities**
 - The teacher explains how to answer the pre test and the students pay attention the teacher explanation
- **Post activities**
 - Collect Pre test sheet

6. Assessment

- There is no assessment

Pekanbaru, April 2011

Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741

APPENDIX 9

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: The background about one of teacher and students at school
Skill	: Reading
Sources	: Internet (Based on the Based Competence)
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: the students are able to comprehend the content of reading texts
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

1. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- **Pre activities**

- Greeting
- Pray
- Attendant list
- Give stimulation
- Extensive reading procedure
- Doing classroom activities

- **While activities**

- The teacher explained the important of extensive reading from students and the purpose of them
- Give the material about extensive reading (the background about One of teacher and students at school)
- The teacher asks to the students to find the extensive reading text.
- The teacher asks to the students to retell the reading texts.
- The teacher asks to the students to find unfamiliar vocabularies at the students' text.
- The teacher asks to the students to find main idea at the students' text.
- The teacher asks to the students to find the inferences at the students' text.
- The teacher asks to the students to identify the word references at the students' text.
- The teacher asks to the students to answer the question based on the texts.
- The teacher asks students' to improve their reading comprehension by using extensive reading.

- **Post activities**

- The teacher ask to the students about the material by speak English based on their opinion
- The teacher gives change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

- Give the students homework about background knowledge a Gendral Manager hotel

Pekanbaru, April 2011

Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741

APPENDIX 10

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: Background knowledge a Gendral Manager hotel
Skill	: Reading
Sources	: Internet (Based on the Based Competence)
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: The students are able to comprehend the content of reading texts
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

1. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- **Pre activities**
 - Greeting
 - Pray
 - Attendant list
 - Give stimulation
 - Extensive reading procedure
 - Doing classroom activities
- **While activities**
 - The teacher asks to the students to retell the reading texts.
 - The teacher asks to the students to find unfamiliar vocabularies at the students' text.
 - The teacher asks to the students to find main idea at the students' text.
 - The teacher asks to the students to find the inferences at the students' text.
 - The teacher asks to the students to identify the word references at the students' text.
 - The teacher asks to the students to answer the question based on the texts.
 - The teacher asks students' to improve their reading comprehension by using extensive reading.
- **Post activities**
 - Collect the student's conclusion and text that they need.

3. Assessment

- There is no assessment

Pekanbaru, April 2011

Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741

APPENDIX 11

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: The situation the employer's hotel
Skill	: Reading
Sources	: Internet (Based on the Based Competence), brochures hotel
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: The students are able to comprehend the content of reading texts
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

1. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- **Pre activities**

- Greeting
- Pray
- Attendant list
- Extensive reading procedure
- Doing classroom activities

- **While activities**

- Teacher gives the students a reading text about the situation the employer's hotel.
- The teacher asks to the students to retell the reading texts.
- The teacher asks to the students to find unfamiliar vocabularies at the students' text.
- The teacher asks to the students to find main idea at the students' text.
- The teacher asks to the students to find the inferences at the students' text.
- The teacher asks to the students to identify the word references at the students' text.
- Ask to the students to make the conclusion based on the text
- The teacher asks to the students to answer the question based on the texts.
- The teacher asks students' to improve their reading comprehension by using extensive reading.

- **Post activities**

- The teacher and student's make conclusion together.

3. Assessment

- There is no assessment

Pekanbaru, April 2011

Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741

APPENDIX 12

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: Read the simple Curriculum vitae
Skill	: Reading
Sources	: Internet (Based on the Based Competence), brochures hotel
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: The students are able to comprehend the content of reading texts
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

1. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- **Pre activities**

- Greeting
- Pray
- Attendant list
- Extensive reading procedure
- Doing classroom activities

- **While activities**

- Teacher gives the students a reading text about the CV
- The teacher asks to the students to find the extensive reading text.
- The teacher asks to the students to retell the reading texts.
- The teacher asks to the students to find unfamiliar vocabularies at the students' text.
- The teacher asks to the students to find main idea at the students' text.
- The teacher asks to the students to find the inferences at the students' text.
- The teacher asks to the students to identify the word references at the students' text.
- Ask to the students to make the conclusion based on the text
- The teacher asks to the students to answer the question based on the texts.
- The teacher asks students' to improve their reading comprehension by using extensive reading.

- **Post activities**

- The teacher and student's make conclusion together.

3. Assessment

- The teachers give the students homework to find the reading about the places students training.

Pekanbaru, April 2011

Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741

APPENDIX 13

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: The places students training.
Skill	: Reading
Sources	: Internet (Based on the Based Competence), brochures hotel
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: The students are able to comprehend the content of reading texts
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

1. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- **Pre activities**

- Greeting
- Pray
- Attendant list
- Extensive reading procedure
- Doing classroom activities

- **While activities**

- Teacher asks to students to make some group based on the training.
- The teacher change the students text with others groups
- Every group find the difficulties vocabularies from other groups and write in from of class.
- The teacher asks to the students to find the extensive reading text.
- The teacher asks to the students to retell the reading texts.
- The teacher asks to the students to find unfamiliar vocabularies at the students' text.
- The teacher asks to the students to find main idea at the students' text.
- The teacher asks to the students to find the inferences at the students' text.
- The teacher asks to the students to identify the word references at the students' text.
- The teacher asks to the students to answer the question based on the texts.
- The teacher asks students' to improve their reading comprehension by using extensive reading.
- Teacher and students discussion about the home work(Place the students training)

- Every group make conclusion based on the texts
- **Post activities**
 - The teacher and student's make conclusion together.

3. Assessment

- There is no assessments

Pekanbaru, April 2011

Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741

APPENDIX 14

LESSON PLAN OF EXPERIMENTAL CLASS

Level	: SMK Tigama Pekanbaru / Class APH 2
Topic	: Post test
Skill	: Reading
Sources	: Internet (Based on the Based Competence)
Teaching Aid	: white board, board marker, eraser, brochures Hotel
Time Allocation	: 45 Menit
Objective	: the students are able to answer the pretest reading comprehension
Indicator	:Students able to make and read the simple Curriculum vitae, expressing facts and figures, Sample of a personal letter, Reading for understand the dialog, and text about someone profession

The Activities of Teaching and Learning

1. Preparation

- The teacher plans the times and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

7. Procedure

- **Pre activities**

- Greeting
- Pray
- Attendant list
- **While activities**
 - The teacher explains how to answer the post test and the students pay attention the teacher explanation
- **Post activities**
 - Collect Post test sheet

8. Assessment

- There is no assessment

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Guru Mata Pelajaran

Researcher

Fina Verita S.Pd.I
NIP: -

Corina Katrin
NIM. 10714000741